

# Reading Workshop



# Why read?

<https://www.youtube.com/watch?v=TDuOsD79D9o&t=20s>



# HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to  
**1.8 MILLION**  
words per year  
and is more likely  
to score in the  
**90th PERCENTILE**  
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to  
**282,000**  
words per year  
and is more likely  
to score in the  
**50th PERCENTILE**  
on standardized tests

A student who reads

1:00

minute per day

will be exposed to  
**8,000**  
words per year  
and is more likely  
to score in the  
**10th PERCENTILE**  
on standardized tests

Source: Nagy, Anderson and Herman, 1987

# Reading requires two skills

**Phonics and Word  
Recognition**

**Understanding  
(Comprehension)**



In EYFS and KS1, the key focus is about word reading before reading comprehension.



# What is Phonics?

Phonics  
ee ur ow  
wh y au

## What is phonics?

Phonics is one method of teaching children how to read and write.

Phonics is all about sounds. There are 44 sounds in the English language, which we put together to form words.

Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair.

Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling.

Synthetic phonics refers to 'synthesising', or blending, the sounds to read words. It is based on the idea that children should sound out unknown words and not rely on their context.

Phonics is currently the main way in which children in British primary schools are taught to read in their earliest years.

Children will also be taught other skills, such as whole-word recognition (these are often referred to as tricky words or common exception words) such as **some** and **the**.

▪Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.

**How do we do this?**

# At school

- ▶ Read every day. Children are given books matched to their phonetic ability to practise word reading and can also take books home to read for pleasure. We read the same book all week and children also take this home to develop **fluency**.
- ▶ Story time - story spine
- ▶ Drop and reads
- ▶ Whole class reads - story spine
- ▶ All children read to an adult at least once a week
- ▶ Reading diaries
- ▶ Class libraries and recommended reads
- ▶ Displays
- ▶ Library visits and links
- ▶ Author visits
- ▶ **Website** - support for parents
- ▶ Workshops
- ▶ Reading across curriculum
- ▶ Events - World Book Day, Get Caught Reading, assemblies and poetry week



## At home..

Make reading visible; have books available at home

Share books every day

Talk about books

Sit and listen

Respect choices

## Getting Started

**Sharing books** - Always remember that we teach phonics to help our children learn to read and write and in order to do this successfully they need to love books! The best way to help your child is to read as many books as possible in both English and your child's home language. Read anything that your child is interested in (including magazines, menus, etc). You don't have to read all (or any) of the words each time. Remember to use silly voices, make sound effects, pull faces, act things out, talk about what you can see, talk about what you both think and feel and have fun!

## General tips to support reading

**Once is never enough!** - Encourage your child to re-read favourite books and poems as well as their school reading scheme book. Re-reading helps children read more quickly and accurately.

**Dig deeper into the story** - Ask your child questions about the story you've just read. Say something like, "Why do you think he did that?" (you could use the 'questions to get more from your child's reading book' for some varied ideas.

**Take control of the television** - It's difficult for reading to compete with TV and video games. Encourage reading as a distraction free activity.

**Be patient** - When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind to child to look closely at the first letter or letters of the word.

**Pick books that are at the right level** - Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences.

**I read to you, you read to me** - Take turns reading aloud at bedtime. Kids enjoy this special time with their parents. If they are tired you could try reading before school or as soon as they get in from school.

**One more time with feeling** - When your child has sounded out an unfamiliar word, have him or her re-read that sentence. Often kids are so busy figuring out a word they lose the meaning of what they've just read.

# Games to play with your Nursery child

**Toy sounds** - When your child is playing with their toys encourage them to make the right sounds. Farm animals, train sets, vehicles, dolls etc are great for this. Help your child to notice these sounds around and about. E.g. Listen to the sound that cars, trucks and fire engines make in the street. Practise making these noises, then use them with car, truck and fire engine toys.

**Tap it out** - Use the shakers above or use drums (pots and pans and wooden spoons are perfect) to play along with songs, rhymes and the radio. Try making the loudest sounds that you can then the quietest sounds that you can. Tap out simple rhythms. Can your child repeat the rhythm back to you?

**Song time**- Sing your child's favourite songs, ones they have learnt at school, songs you remember from childhood or songs on CDs you have at home. Encourage children to use their bodies to make sounds to go along with their singing - stamping, clapping, patting knees etc.

**Sound effects**- Read stories and encourage children to make sound effects with their body - stomping, knocking, clapping, scratching etc.

# Games to play with your Nursery child

Rhyming books - When children are really familiar with a particular book, try pausing before the rhyming word. Encourage your child to fill in the missing word.

Clap it out- Encourage children to think about the rhythms in words. Say simple nursery rhymes and clap along with one clap for each syllable. Repeat with knee taps, head pats or stamps.

# Games to play with your Reception/Key Stage One child

## Oral Blending games

Robotic talking - Words are made up from sounds and children need to be able to hear these sounds individually. Sometimes when you are playing you can say words as if you were a robot (saying the sounds separately) and see if your child can work out what you are saying. Stick to short simple words that only have a few sounds in them. Make sure you are saying the letter sounds (p-i-g) not the letter names (peeeye-gee). E.g.

Pass that p-i-g to me.

Sit d-ow-n.

Point to your t-ee-th.

Hop like a f-r-o-g.

As your child becomes familiar with this robot talking, see if they can say words in robot talk themselves?

**I spy** - Say the rhyme 'I spy with my little eye something beginning with \_\_\_\_\_' allow your child plenty of opportunities to guess what you have chosen, for example, 'something beginning with t' could be a tree, toy, tent or train.

# Games to play with your Reception/Key Stage One child

## Phoneme recognition games

Looking for letters - Ask your child to look for English letters whilst you are out and about. Can they find letters from their own name, letters they have learnt in school or letters that specific words begin with

Letter sound bingo. You will need: A 3x3 grid for each player & counters or coins

Write some of the letters into the spaces on each card, making each card slightly different. The 'bingo caller' says each letter in turn and the players cover the letter up. The winner is first to fill their board. To make this game easier for new readers, show them the letter for them to match.

# Games to play with your Reception/Key Stage One child

## Tricky word games

**Bingo** - You will need: A board for each player and counters or coins. The list of words your child is currently learning, for example their spelling list. Write some of the words into the spaces on each card, making each card slightly different. The 'bingo caller' says each word in turn and the players cover the words up. The winner is first to fill their board. To make this game easier for new readers, show them the word for them to match.

**Matching pairs** - You will need: Small pieces of card or paper with the words your child is currently learning written on each. Each word will need to be written twice so you can search for a matching pair. Turn all the cards face down on the table. And take turns to turn over two. When a matching pair is found that player can keep them. The winner is the person with the most pairs at the end of the game.

**Snap** - Make a set of cards with words your child is learning written on. Ensure that each word is written on two separate cards. Shuffle up the cards and share them out. Each player takes turns to turn over their card, put it down and read the word. If it matches the previous card played, the first person to notice shouts 'snap!' and wins the pile. This game is best used to practise words your child knows fairly well, rather than new ones, as it's quite fast-paced. Once your child knows a word reliably, you can take it out of the current pack of cards and bring in a new word. Every so often, play a game with the 'old' cards, so that your child doesn't forget them. It's a good idea to try and discard a known word and add a new word every day, once your child is getting the hang of learning new words

The image features a warm, golden-yellow background with a collage of clock faces. In the upper right, a large, detailed clock face is visible, showing Roman numerals and hands. To its left, another clock face is partially visible, showing a large number '10'. In the lower right, a third clock face is partially visible, showing the number '10'. A dark silhouette of a tree is positioned in the lower left corner. The overall composition is layered and artistic, with a green geometric shape on the right side.

**We need time for  
reading...**



**“Parents must remember its not their job to teach kids to read, it is to encourage them to love books.”**



A black and white photograph of a young girl with long, dark, curly hair. She is wearing glasses and is looking down intently at an open book she is holding in her hands. The background is slightly blurred, showing what appears to be a window with vertical blinds. The overall mood is quiet and focused.

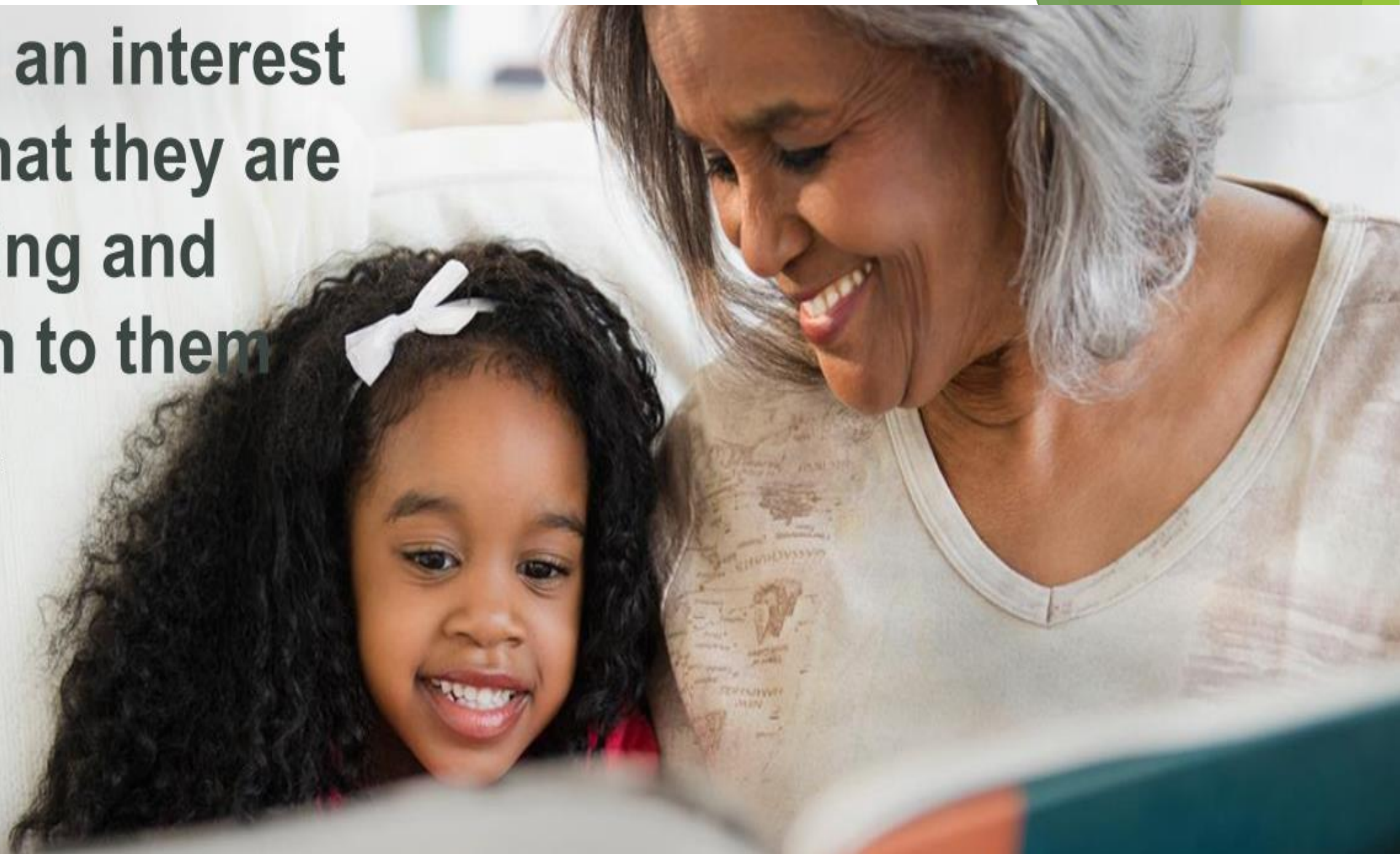
**Becoming a reader requires reading outside of school, in the home.**

**Children need to be reading for pleasure.**

# A place to read and to keep books



**Take an interest  
in what they are  
reading and  
listen to them  
read.**



# Reading Models



Books for  
parents  
available

Encourage  
them to read  
something new.

<https://www.thereaderteacher.com/>



## **Reading to your children – be a model to promote reading for pleasure and reading technique**

- **Introduce your children to different types of books; classic fiction, chapter books, short stories, joke books, poetry, non-fiction, comics, newspapers, kindles, ipads.**
- **Read them the book that was your favourite when you were a child.**
- **Read slowly, with expression. Try to use different and funny voices for characters.**
  - **Follow the words and read the story using the pictures.**
    - **Discuss the meaning of new or unfamiliar words.**
- **Talk about what is happening and what might happen next. Leave the story on a cliffhanger!**

## Talk and open questioning to support your children at home – this supports their ability to explain ideas in more detail instead of yes/no answers

- Do you like this book?
  - Do you like this character?
  - It's a good story isn't it?
  - Do you like reading?
  - Are you good at reading?
  - Do you like this kind of story?
- What do you like about this book?
  - What do you think of this character?
  - Why do you think this is a good story?
  - What's great about reading?
  - Why are you a good reader?
  - What is it about these stories that you like so much?

Change these questions so that the answers cannot be *yes* or *no*. We need to use **OPEN** questions, not **closed** questions.



# At home..

Encourage children to sound talk and blend

Phonic books will show you the sounds they are working on and provide questions to support.

# **Importantly- What is reading?**

## **Understanding (Comprehension)**

- **Being able to read does not mean you understand what you read.**
- **Your child might be able to decode but may not necessarily understand what the text means.**
- **The best way to develop understanding is to talk about texts.**

# The National Curriculum:

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

# Fluency and reading aloud

**Fluency is:**

**Pupils should be able to read 90 words a minute.**

**90-95% of a text should be read accurately, if at the right level**

**accuracy**

**automaticity**

**prosody**

# Automaticity (reading words with appropriate speed)

- ▶ Automaticity is the fast, effortless word recognition that comes with a great deal of reading practice. In the early stages of learning to read, readers may be accurate but slow and inefficient at recognising words. Continued reading practice helps word recognition become more automatic, rapid, and effortless.
- ▶ Seidenberg: ‘Children who struggle when reading aloud do not become good readers if left to read silently; their dysfluency merely becomes inaudible’ (2017. P130) *If left to silent read then the more difficult the text becomes the more the difficulties become exaggerated. Children still need to read out loud so that we can assess fluency.*
- ▶ Attention to oral reading fluency is important.
- ▶ Reading too fast is not what we are aiming for.
- ▶ We are looking to move children towards a suitably paced rate when reading aloud.
- ▶ • 120 WPM by Year 4 rising to 150 WPM by the end of Year 6. Y2 - aim for 70- 80 WPM for Y2.
- ▶ • Reading rates should have a degree of flexibility

This should be in place before we then ask children to read silently.

Beginner readers, however, whatever their age, do not have a choice about speed because they are still engaged in decoding the words on the page.  
RF

# Accuracy (Reading words correctly - Word recognition and Pronunciation)

- ▶ Accuracy is closely linked with automaticity.
- ▶ Appropriately paced reading is important but it shouldn't be at the expense of reading accuracy.
- ▶ Decoding errors will impact on how well a child reads and understands a text.
- ▶ Accuracy develops as words become more familiar.

The national curriculum refers to pupils reading words comprising the year 1 GPCs 'accurately and speedily', reflecting this concept of fluency.  
The Reading Framework

# Prosody (appropriate stress and intonation)

- ▶ **Reading with expression**, is widely considered to be one of the hallmarks of the achievement of reading fluency. When a child is reading prosodically, oral reading sounds much like speech with appropriate phrasing, pause structures, stress, rise and fall patterns, and general expressiveness.
- ▶ Prosody links comprehension to the way we read words aloud.
- ▶ It supports further, deeper understanding.

“Reading aloud to children is an opportunity to demonstrate fluency while also helping listeners to make meaning”

*Kala Williams*

*Mastery in Reading Comprehension*

It's important as adults that we look at a book before hand so we can model the meaning we're getting across, i.e. if a text is conveying sadness, we have to model this.

A reader is unlikely to show a good grasp of prosody if they cannot already read the words with appropriate pace.

# Developing Fluency

## Recognising familiar words 'at a glance'

Some pupils can decode a word by sounding and blending once; later, whenever they come across the same word, they read it 'at a glance'. Most pupils, however, have to decode a word overtly several times in different contexts before it becomes familiar enough to read 'at a glance'.

Pupils learn to read words 'at a glance' more easily if, when they first decode a word by saying the sounds and blending them, they know what it means: the written word is a label for what the spoken word represents. A pupil therefore might be more likely to read 'dog' at a glance than 'cog', and 'splash' rather than 'stash'. The more words pupils can read at a glance, the sooner they see beyond the word as consisting of a series of letters to decode and can focus on what the word means



# Extra practice

How do children develop fluency?

For all children, reading a lot is the key to developing fluency!

Re-reading books is important for developing fluency. When children re-read a book, they don't have to focus so much on decoding and understanding the words - they are free to concentrate on reading with pace, accuracy and expression.

# So why is fluency important?

Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

EFF

As pupils gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it.

Reading Framework

# Expected standard Y2

- ▶ [https://www.youtube.com/watch?v=rEWlfQQl\\_Uo](https://www.youtube.com/watch?v=rEWlfQQl_Uo)

# Fluency practice

- ▶ Opportunities for acting out e.g particular character dialogues or actions (children will need to see models of this from adults)
- ▶ **Reading aloud** is an opportunity to demonstrate fluency while also helping listeners to make meaning. expert models - foundation of literacy development. It is the single most important activity for reading success (Bredekamp, Copple, & Neuman, 2000). It provides children with a demonstration of phrased, fluent reading (Fountas & Pinnell, 1996)
- ▶ Echo reading - a re-reading strategy to help children develop fluent, expressive reading.
- ▶ Choral reading - reading aloud in unison with a class or group of children. Helps to build fluency, self-confidence and motivation.
- ▶ Repeated reading - engaging children in repeatedly reading texts improves reading ability.

This involves pupils re-reading a short text a set number of times or until they reach a suitable level of fluency. It is a great way to develop accuracy and automaticity when encountering complex tier 2 and 3 vocabulary in a subject with complex language like science.

# Parent Questionnaire

- ▶ My child does not take books home to read

New books purchased for all classes. Teachers checking book during drop and reads. Communicate in reading diaries. Reading challenges.

- ▶ How to encourage..

Rewards systems in place - check on Dojo

- ▶ Age appropriate

Reader teacher website

Any questions...